

**Course Syllabus: Geography 9116
INDIGENOUS HEALTH (Fall 2012)**

Instructor Information

Professor Chantelle Richmond
Office location: SSC 2433
E-mail: crichmo2@uwo.ca

Meeting Times and Place

Wednesdays 9:30 – Noon in the Indigenous Health
Lab (SSC 3107)

Course Description

In this interdisciplinary, seminar-based course, we will critically examine key determinants of Indigenous health as we engage with various concepts, theories, methods and ethical issues. Based on a review of the pertinent national and international literatures, we will explore differences between the health and social status of Indigenous and non-Indigenous peoples, and identify processes leading to these gaps. Students will be challenged to:

1. Identify theoretical frameworks for understanding health and social inequality;
2. Describe methods used to measure health and social phenomena among Indigenous peoples;
3. Think critically about how theoretical and/ or methodological approaches can be used to improve Indigenous health and social conditions.

Learning Objectives

Students will build upon their critical thinking, writing, research and public speaking skills. Concepts, theories and methods used in the Indigenous health literature will be enhanced. Students in this course will come from various faculties across campus, and they will promote interdisciplinary learning on Indigenous health issues.

*** While there are no pre-requisites for this course, a background in Indigenous health and/or social issues will be helpful when considering this course.*

Instructional Method

Student-led seminars, Active seminar discussion

Required text

Tuhiwai-Smith, Linda. 1999. Decolonizing methodologies: Research and Indigenous Peoples. Zed Books: London. ISBN: 1 85649 632 4. ***Weekly readings will be made available on OWL.**

Assessment:

Student-Led Seminars (Dates TBD)	10%
Seminar participation**	20%
Reflective Journaling (Weekly 1-page reflection posted to OWL by 4:00 pm Mondays)	20%
Research paper outline (Due in class October 24)	10%
Term research paper (Due December 21) & Presentation (December 12)	40%

WEEKLY SEMINAR TOPICS & READINGS TO BE DISCUSSED

* Students are expected to read weekly reading PRIOR to class *

Week 1: September 19

Indigenous health and social status

1. Gracey M, King M. 2009. Indigenous health part 1: determinants and disease patterns. *Lancet*, 374: 65-75.
2. King M, Smith A, Gracey M. 2009. Indigenous health part 2: The underlying causes of the health gap. *Lancet*, 374: 76-85.
3. Adelson, N., 2005. The embodiment of inequality: health disparities in Aboriginal Canada. *Canadian Journal of Public Health* 96, S45–S61.

Week 2: September 26

Colonialism and health

1. Czyzewski, K. 2011. Colonialism as a Broader Social Determinant of Health. *The International Indigenous Policy Journal*, 2(1). Retrieved from: <http://ir.lib.uwo.ca/iipj/vol2/iss1/5>
2. Moller H. 2010. Tuberculosis and Colonialism: Current Tales about Tuberculosis and Colonialism in Nunavut. *Journal of Aboriginal Health*, 6(1): 28-37.
3. Culhane, D. 2003. Their Spirits Live within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility. *American Indian Quarterly*, Vol. 27, No. 3/4: 593-606.
4. Kral, M.J. 2012. Postcolonial Suicide Among Inuit in Arctic Canada. *Culture, Medicine and Psychiatry*, 36(2): 306-325.

Week 3: October 3

Links to land

1. Richmond CAM, Ross NA. 2009. The determinants of First Nation and Inuit health: A critical population health approach. *Health and Place*, 403-11.
2. Parlee B, Berkes F, Gwich'in T. 2005. Health of the Land, Health of the People: A Case Study on Gwich'in Berry Harvesting in Northern Canada. *Ecohealth* 2: 127–137.
3. Kingsley, J., Townsend, M., Phillips, R., Aldous, D. 2009. ‘‘If the land is healthy it makes the people healthy’’: The relationship between caring for Country and health for the Yorta Yorta Nation, Boonwurrung and Bangerang Tribes. *Health & Place* 15 (2009) 291–299
4. Ford, J.D., Berrang-Ford, L., King, M, and Furgal, C. 2010. Vulnerability of Aboriginal health systems in Canada to climate change. *Global Environmental Change*, Volume 20, Issue 4: 668–680

Week 4: October 10

Indigenous knowledge

1. Little Bear, L. 2000. Jagged Worldviews Colliding. In Marie Battiste (Ed). *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, pp 77- 85
2. Cajete G. *Native Science: Natural Laws of Interdependence*. Sata De: Clear Light Publishers, 2000. Introduction.
3. Friendship, K.A., Furgal, C.M. 2012. The role of Indigenous knowledge in environmental health risk management in Yukon, Canada. *Int J Circumpolar Health*, 71: 10.3402/ijch.v71i0.19003

Week 5: October 17

Community-based research approaches

1. Minkler, M. 2003. Community-Based Research Partnerships: Challenges and Opportunities. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, Vol. 82, No. 2, Supplement 2: ii3-ii12.
2. Wallerstein NB and Duran B. 2006. Using Community-Based Participatory Research to Address Health Disparities. *Health Promotion International*, 7: 312-23.
3. de Leeuw, S., Cameron, E.S., and Greenwood, M.L. (2012). Participatory and community-based research, Indigenous geographies, and the spaces of friendship: A critical engagement. *The Canadian Geographer / Le Géographe canadien* 2012, 56(2): 180–194
4. Cochran P, Marshall C, Garcia-Downing C, Kendall E, Cook D, McCubbin L. Gover, RMS. 2008. Indigenous Ways of Knowing: Implications for Participatory Research and Community. *American Journal of Public Health*, 98(1): 22-27.

Week 6: October 25 (Note, this is a THURSDAY)

** Research paper outline due **

Indigenous traditions of healing and care

1. Kelm, M.E. 2004. Wilp Wa'ums: colonial encounter, decolonization and medical care among the Nisga'a. *Social Science and Medicine*, 59: 335-49.
2. Waldram, JB. 1997. *The Way of the Pipe: Aboriginal spirituality and symbolic healing in Canadian prisons*. University of Toronto Press. Preface and Chapter 1.
3. Mark, G.T., and Lyons, A.C. Maori healers' views on wellbeing: The importance of mind, body, spirit, family and land. *Social Science & Medicine*, Volume 70, Issue 11: 1756–1764
4. Robbins, J. A., Dewar, J. 2011. Traditional Indigenous Approaches to Healing and the modern welfare of Traditional Knowledge, Spirituality and Lands: A critical reflection on practices and policies taken from the Canadian Indigenous Example. *The International Indigenous Policy Journal*, 2(4). Retrieved from: <http://ir.lib.uwo.ca/iipj/vol2/iss4/2>

Week 7: October 31

Theory guiding Indigenous health research

1. Tuhiwai-Smith, L. 1999. *Decolonizing methodologies: Research and Indigenous Peoples*. Zed Books: London. Chapter 1.
2. Durie M. 2003. Understanding health and illness: Research at the interface between science and Indigenous knowledge. *International Journal of Epidemiology*, 33:1138-43.
3. Chandler, M. and Lalonde, C. 1998. Cultural Continuity as a Hedge Against Suicide in Canada's First Nations. *Transcultural Psychiatry*, 35(2), 193-211.
4. Loppie Reading, C and Wien, F. 2009. Health Inequalities and Social Determinant of Aboriginal Peoples' health. Available: http://www.nccah-ccnsa.ca/myfiles/NCCAH-Loppie-Wien_Report.pdf

Week 8: November 7

Ethics and Indigenous research

1. Tri-Council Policy Statement 2—2nd edition of *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, Chapter 9: RESEARCH INVOLVING THE FIRST NATIONS, INUIT AND MÉTIS PEOPLES OF CANADA: <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>
2. CIHR Guidelines For Health Research Involving Aboriginal Peoples, Available: http://www.cihr-irsc.gc.ca/e/documents/ethics_aboriginal_guidelines_e.pdf
3. Castellano MB. 2002. Ethics of Aboriginal Research. *Journal of Aboriginal Health*, Jan: 98-114.
4. Meadows, L. M., Lagendyk, L. E., Thurston, W. E., & Eisener, A. C. 2003. Balancing culture, ethics and methods in qualitative health research with aboriginal peoples. *International Journal of*

Qualitative Methods, 2 (4). Article 1. Retrieved [August 18, 2009] from http://www.ualberta.ca/~iiqm/backissues/2_4/pdf/meadows.pdf

Week 9: November 14

Methodological critiques of the literature

1. Tuhiwai-Smith, L. 1999. Decolonizing methodologies: Research and Indigenous Peoples. Zed Books: London. Chapters 2 and 3.
2. O'Neil, J., Reading, J., Leader, A. 1998. Changing the Relations of Surveillance: The Development of a Discourse of Resistance in Aboriginal Epidemiology. *Human Organization*. 57 (2): 203-37.
3. Carson, D., and Koster, R. 2012. Addressing the problem of Indigenous Disadvantage in Remote Areas of Developed Nations: A Plea for More Comparative Research, *Journal of Rural and Community Development* 7(1): 110–125
4. Mitchell, F.M. 2012. Reframing Diabetes in American Indian Communities: A Social Determinants of Health Perspective. *Health Social Work* (2012) doi: 10.1093/hsw/hls013

Week 10: November 21

Innovative research methods

1. Castleden H, Garvin, T., & Huu-ay-aht First Nation. 2008. Modifying Photovoice for community-based participatory Indigenous research. *Social Science & Medicine* 66(6): 1393-1405.
2. Willox, A.C., Harper, S.L., Ford, J., Landman, K., Houle, K., Edge, V.L. and the Rigolet Inuit Community Government 2012. "From this place and of this place:" Climate change, sense of place, and health in Nunatsiavut, Canada. *Social Science & Medicine*, 75 (3): 538–547.
3. Bird, S., Wiles, J., Okalik, J., Egeland, G.M. 2009. Methodological consideration of story telling in qualitative research involving Indigenous Peoples. *Global health Promotion*, 16 (4): 16-26.
4. Martin, D.H. 2012. Two-Eyed Seeing: A Framework for Understanding Indigenous and Non-Indigenous Approaches to Indigenous Health Research. *Canadian Journal of Nursing Research*, 44(2): 20-42.

Week 11: November 28

**** Visit by Simon Brascoupe****

Challenges for health care

1. Browne A, Smye V. 2004. A post-colonial analysis of healthcare discourses addressing Aboriginal women. *Nurse Researcher*, 9 (3): 28-41.
2. Cameron, M., Andersson, N., McDowell, I., and Ledogar, R.J. 2010. Culturally Safe Epidemiology: Oxymoron or Scientific Imperative. *Pimatisiwin*, 8(2): 89–116
3. Brascoupe, S. and Waters, C. 2009. Cultural Safety: Exploring the Applicability of the concepts of cultural safety to Aboriginal health and community wellness. *Journal of Aboriginal Health*, 5(2): http://www.naho.ca/jah/english/jah05_02/V5_I2_Cultural_01.pdf
4. Sahota, P.C. 2012. Genetic histories: Native Americans' accounts of being at risk for diabetes. *Social Studies of Science*, [Published online before print] doi: 10.1177/0306312712454044.

Week 12: December 5

Decolonizing methodologies

1. Tuhiwai-Smith, L. 1999. Decolonizing methodologies: Research and Indigenous Peoples. Zed Books: London. Chapters 4 and 6.
2. Kelly, J. et al., 2012. "Makes you proud to be black eh?": Reflections on meaningful Indigenous research participation. *International Journal for Equity in Health* 2012, 11:40 doi:10.1186/1475-9276-11-40

3. Varcoe C, Bottorff JL, Carey J, Sullivan D, Williams W. 2010. Wisdom and influence of elders: possibilities for health promotion and decreasing tobacco exposure in First Nations communities. *Can J Public Health*, 101 (2):154-8.
4. Mundel E and Chapman GE. 2010. A decolonizing approach to health promotion in Canada: the case of the Urban Aboriginal Community Kitchen Garden Project. *Health Promotion International*, 25(2): 166-173

Week 13: December 12

**** Paper presentations****

**** A VERY IMPORTANT NOTE ABOUT SEMINAR PARTICIPATION****

At the end of the course, your participation will be evaluated by your instructor AND your peers. Please remember that there are various dimensions to seminar participation, including the following:

- Contributing meaningfully to the discussion
- Being well prepared, well-read
- Demonstrating insight that contributes to your peer's learning, and to the integrity of the seminar
- Cooperation that forms a respectful learning space and promotes equal participation
- Being considerate of alternate views, opinions and ideas
- Listening to and reflecting on other group members' ideas

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services

Registrarial Services: <http://www3.registrar.uwo.ca/index.cfm>

Student Development Services: <http://www.sdc.uwo.ca/>